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RESEARCH ARTICLE

EFFECTS OF ENTREPRENEURSHIP SKILLS ON CAREER PROSPECTS OF PUBLIC SECONDARY SCHOOL STUDENTS IN RWANDA, A CASE OF MUHANGA DISTRICT

Nkurunziza Paul¹ and Dr. Andala Opiyo Hesbon (PhD)²

1. Masters of Education Student, Mount Kenya University, Rwanda.
2. Senior Lecturer, Mount Kenya University, Rwanda.

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Abstract

With the changing dynamics of the global economy and the increasing importance of entrepreneurial skills, there is a growing need to understand the effectiveness of entrepreneurship education in shaping students' career paths. This thesis investigated the impact of entrepreneurship skills on the career prospects of secondary school students. It had three specific objectives such as to examine the effectiveness of components of entrepreneurship education among secondary school students, to explore students career prospects, to determine the relationship between Entrepreneurship skills and Entrepreneurial Career prospects among secondary school students in Muhanga District. As the significant of the study, this supplied crucial information to the education officers and planners on how entrepreneurship education should be improved by revealing the weaknesses and strengths. The target population of this study was 280 population, from which a sample size of 165 participants were chosen as respondents of the study who were from public schools. The study used a questionnaire to gather quantitative information on the views of secondary school students regarding entrepreneurship, as well as their perceived levels of ability and career goals. This research was supported by Human Capital Theory and Dyer's(1994) Model of Entrepreneurship Career. In the analysis process, Statistical Packages for Social Sciences(SPSS) 21.0 was used to examine the data. After data have been gathered, findings were summarized, general conclusions were drawn and recommendations formulated.

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Introduction:-

More than in the past, one of the major issues facing the global society today is employment. Africa is the youngest continent in the world, with an average age of 19.5, and it will have the world's largest workforce by 2050. It is anticipated that up to 90% of those young people will labor in the informal economy (K. Kammiri, & M. Mahoney, 2021). Sixty percent of unemployed people in Africa are young. African education systems have created far more job searchers than entrepreneurs who open doors for others, frequently with insufficient abilities (Awusu&Blimpo, 2019). Africa has the youngest and fastest-growing populations among developing nations; therefore, despite uncertainties about the future of work, the continent has to produce millions of jobs every year to keep up with labor force growth (World Bank 2018b).

Corresponding Author:-Nkurunziza Paul

Address:-Masters of Education Student, Mount Kenya University, Rwanda.

Sixty percent of unemployed people in Africa are young. Rather than producing entrepreneurs who open doors for others, African education systems have generated a disproportionate number of job seekers, frequently with insufficient qualifications. Rwanda, which has numerous development issues, feels this more keenly (Awusu&Blimpo, 2019).

As Rwanda aims to become a developed nation by 2050 and an upper middle-income nation by 2035, entrepreneurship will undoubtedly play a major role in lowering poverty and accelerating social change, innovation, and economic transformation. Despite these potentials, inadequate knowledge and ill-conceived perception of Entrepreneurship Education among secondary leavers in Rwanda remain a serious problem leading to their unemployment situation (Musa &Adewale, 2015).

Research on entrepreneurship education in Rwanda has revealed three deficiencies such as, a lack of teachers with entrepreneurship education experience; a curriculum that is too theoretical and too elementary in substance; and a lack of supportive programs for efficient instruction. Additionally, there is a lack of useful entrepreneurship ideas and resources that support proactive, participatory, and imaginative entrepreneurial thinking and abilities (Honeyman, 2016).

According to Catheline (2017), there has been a rise in the number of unemployed graduates who studied entrepreneurship in order to pursue their desire of becoming entrepreneurs. This is because entrepreneurship education is crucial in providing recent graduates with the opportunity to internalize the mindset, aspirations, and entrepreneurial culture required for launching or growing a business. However, it is important to find out how much of these secondary leavers employ their newly acquired knowledge and skills as entrepreneurs after they graduate. It is these findings and worries that have motivated this investigation.

The main purpose of this research was to investigate the impact of entrepreneurial skills on students' career prospects in Rwanda, specifically focusing on the Muhanga district, because the researcher believed that the knowledge and abilities students would acquire from entrepreneurship education would help them become competent in both the labor market and the business world. The specific objectives of this research were the following:

1. To examine the effectiveness of components of entrepreneurship skills among secondary school students in Muhanga District.
2. To explore students career prospects among secondary school students in Muhanga District.
3. To determine the relationship between entrepreneurship skills and entrepreneurial career prospects among secondary school students in Muhanga District.

Literature Review:-

Theoretical literature

It reviewed the existing theoretical literature, outlined the key concepts of the study, and evaluated previous studies on the effects of entrepreneurship education on secondary school students' prospects for career in Rwanda.

Entrepreneurship Education

Entrepreneurship Education is to boost knowledge and abilities in order to get ready to start a new business (GEM, 2018). Acs and Storey (2014) define Entrepreneurship Education as the process of empowering individuals to recognize business possibilities. Comparably, Entrepreneurship Education is the process of combining people, money, and resources to meet requirements and generate income by connecting creative and innovative ideas with managerial and organizational abilities (Omolayo, 2016).

Contrary to the present situation, they argued that the traditional role of secondary schools was to prepare and equip students to become competent employees instead of becoming self-employed (Kirby, 2004). Moreover, some scholars observed that Entrepreneurship Education could as well serve as an essential intervention to deal with the current economic slump and trim down the level of unemployment experienced in many developing countries (Matlay, 2011). Entrepreneurship Education has, therefore, been described as significant to economic growth all over the world, developing and developed nations alike (Matlay, 2009).

Entrepreneurial Career Prospects

Entrepreneurial Career Prospect is the deliberate decision to launch a business as a means of pursuing a career (Krueger, Reilly, & Carsrud, 2020). Entrepreneurship Career Prospect refers to a person's conscious choice and unwavering dedication to pursue entrepreneurship as a career (Perez-Lopez et al., 2016). Prior research has showed that choosing to become an entrepreneur may be seen as selecting a particular career path from a range of feasible job opportunities (Yarima & Hashim, 2016). According to some, entrepreneurship is the best job choice for recent graduates and young people (Grigore & Toma, 2014).

Globally, governments have realized the importance of Entrepreneurial Career and have indicated interest in its promotion through increasing the number of colleges and universities offering entrepreneurship courses (Bell, 2016). Given the significance of career choice to entrepreneurship research, it is pertinent to give an insight into the concept of career choice in general.

Theoretical framework

The Human Capital Development under Human Capital Theory is seen as processes which inculcate education, training as well as other professional skills which can increase the levels of skills, knowledge, value, abilities and social assets of the employees. These will result in the employees' performance and satisfaction as well as ultimately in a firm's activities and performance. Human capital theory is a framework for the justification of education, training and skills as a means of achieving productivity, work efficiency and socio-economic development (Akhuemonkhan et al., 2013).

An underlying assumption of Human Capital Theory is that new generation must be in agreement with proper part of knowledge which has previously been gathered by the earlier generation. Secondly, that the present generation must be trained on how existing knowledge ought to be utilised to create new goods, to initiate new processes and production methods as well as social services. Thirdly, that individual should be confident to develop entirely new skills, ideas, products, and procedures, as well as using creative approaches (Ogunyomi & Bruning, 2015; Maresch, Harms, Kailer, & Wimmer-Wurm, 2016).

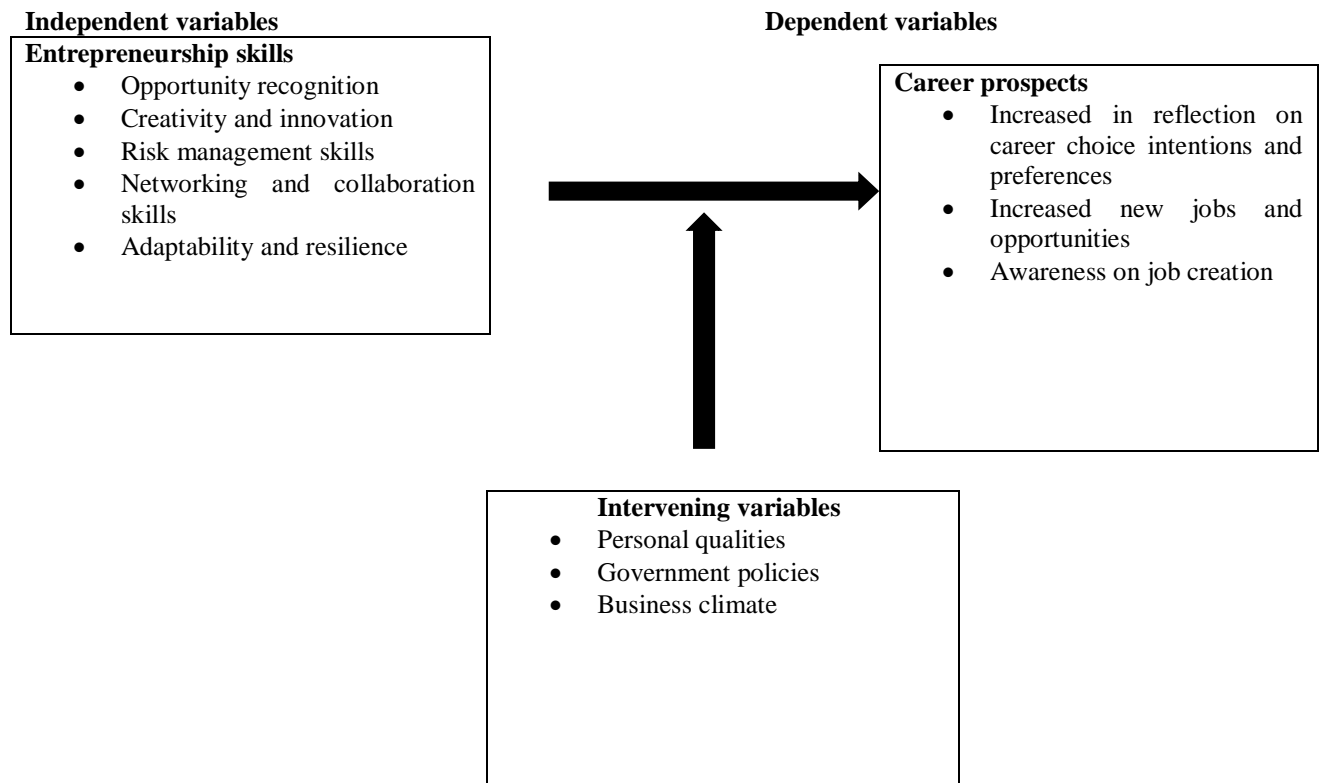
Hence, education is the key element of Human Capital Theory, because it is the fundamental means of increasing knowledge and skills (Van den Berg, 2001). A nation's development is vested in the quality and quantity of educated individuals in the country (Thurik & De Witt, 2004). Hence, Entrepreneurship Education is an investment by the government on its human resources to increase their skills and knowledge to achieve economic prosperity for individuals, societies, and nations in general. Entrepreneurship Education is a predictor of entrepreneurship. Therefore, Entrepreneurship Education would influence students' decision to choose entrepreneurship as a career path option (Ogunyomi & Brining, 2015).

Equally, formal education is significant and compulsory to improve the productive capacity of a nation which explains the rationality of human capital (Bosma et al., 2004). Knowledge as a capital good is often used to develop human resources necessary for economic and social transformation (Olaniyan & Okemakinde, 2008). The concept of education as a capital good relates to the idea of Human Capital which emphasizes that the development of skills is a significant element in production undertakings (Babalola, 2003; Bosma et al., 2004). Increased faith in education as a vital agent of change led to massive investments in education in developing countries of the world, and developed countries are said to have achieved their current status through investments in education, notably Entrepreneurship Education (Olaniyan & Okemakinde, 2008).

Meanwhile, Dyer (1994) analyzed and synthesized all the entrepreneurial theories and advanced a model of entrepreneurial careers. Previous entrepreneurship studies have used this model to explain entrepreneurial activities (Sharma & Madan, 2014). The model argues that Entrepreneurship Education can offer opportunities to stimulate the start of a business venture and to observe role models. Accordingly, the model argues that entrepreneurship is affected by career socialization consists of experiences that may spark up entrepreneurial career, Career orientation relates to the role and identify development of the entrepreneur, career progression deals with the kind of roles entrepreneurs may experience as ventures grow, antecedents of career choice consist of individual, social and economic factors. The model further argues that role models are factors that influence individuals' intentions to choose a career.

Conceptual Framework

Conceptual framework provides a clear and organised representation of the main ideas and the foundation that underpin a study.



Source: Researcher (2024)
Figure 2.1:- Conceptual framework.

Research Methodology:-

Research Design

This study adopted the survey method, because the study aimed at describing the characteristics of a population as evidenced by the research questions, objectives, and hypotheses.

Target Population

The participants were public secondary schools Headteachers , Teachers, Students and Educate workers. All respondents were 280 including 230 students,9 Headteachers, 11 Educate Master Trainers and 30 Teachers.

Sample Design

The sample design had sampled size and techniques of sampling for all participants.

Sampling Techniques

The researcher gathered data from the pupils and headteachers using simple random sampling methods. Teachers from schools and educate master trainers, used by the researcher as a simple random sampling strategy to select respondents.

Sample Size

The Yamane formula were used by the researcher to determine sample size (Yamane, 2015). The sample size was 165 from population of 280 using the Yamane formula.

According to Yamane (2015), the sample size formula is as the following:

$$n = \frac{N}{1+N(e^2)} \text{ where } n \text{ represents sample size}$$

N represents target population of the study, e is the expected degree of precisions where $e=1-P$ and P is 0.95 then $e=1-0.95$, $e=0.05$

If N is 280

$$n \text{ will be } n = \frac{280}{1+280(0.05^2)} = 165$$

Targeted population and sample size

Participants	Population	Sample size
Students	230	137
HTs	9	3
Educate master trainers	11	9
Teachers	30	16
TOTAL	280	165

Source: researcher (2024)

Table 31:-Targeted Population and Sample Size.

Research Findings and Discussions:-

Demographic Characteristics of Participants

This section provides background information about the respondents based on their category, family status, gender, age, education level, and the names of the areas they have lived. This allows the researcher to formulate questions without worrying about offending anyone based on the responses.

There were 165 responders in all, including 137 students, 3 headteachers, 9 educate master trainers, and 16 teachers of Muhanga district.

Demographic Characteristics of Head-teachers and Educate Master Trainers

The table 4.1 presented the distribution of 9 educate master trainers and 3 headteachers from Nyamabuye, Cyeza and Shyogwe sectors by their gender, who provided the information.

Table 4.1:- Distribution of Headteachers and Educate master trainers by Gender.

Gender	Frequency	Percentage
1. Male	7	58
2. Female	5	42
Grand Total	12	100

Source: Field data (2024)

As the table 4.1 showed, there was a 42% female to 58% male ratio among the respondents on the side of the Educate master trainers and head teachers, who were given equal opportunity. This indicated that the research's consideration of both sexes was appropriate.

Table 4.2:- Distribution of Educate Master trainers by their Marital Status.

Marital status	Frequency	Percentage
1. Married	9	100
2. Single	0	0
3. Divorced	0	0
Grand Total	9	100

Source: Field Data (2024)

As the table 4.2 identified, the findings to the Educate Master trainers shows that there are all married. There were no single and divorced respondents among educate master trainers.

Distribution of Educate Master Trainers by their Education Levels

Table 4.3:- Distribution of the Educate Master Trainers by their level of education.

Level of education	Frequency	Percentage
High education level	9	100
Primary level	0	0
Secondary	0	0

Grand Total	9	100
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Source: Field data (2024)

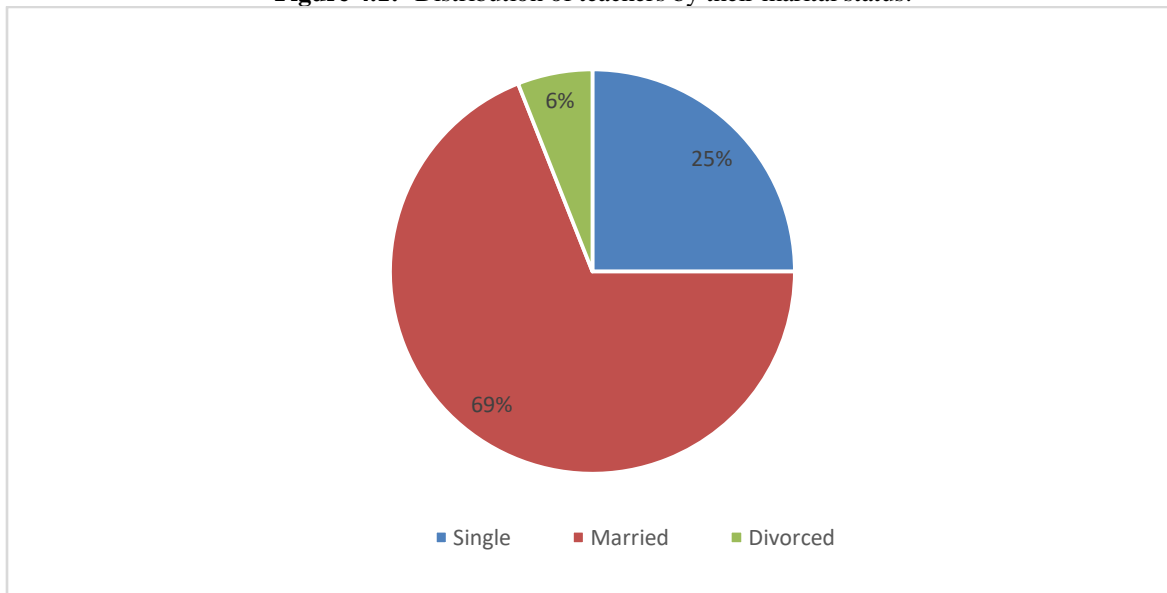
Table 4.3 showed the level of education to the side of educate master trainers. The nine of nine varied to 100% respondents were qualified and had degrees from universities. The results demonstrated that a bachelor's degree in education was a minimum requirement for employment as an educate master trainer in educate. All the educate master trainers held degrees for this reason.

Demographic Characteristics of Teachers**Table 4.4:-** Distribution of the teachers by their gender.

Gender	Frequency	Percentage
1. Male	11	69
2. Female	5	31
Grand Total	16	100

Source: Field data (2024)

The gender distribution of the teachers revealed that, of the 16 teachers who attained the study, 69% of them were men. On the other hand, 31% of the 17 teachers were women. According to the Rwanda Ministry of Labor, a person must be at least 18 years old to apply in secondary school. Both sexes had an equal opportunity to engage in the study, as demonstrated by table 4.5, despite the fact that there were fewer women than men overall.

Distribution of Teachers by their Marital Status**Figure 4.1:-** Distribution of teachers by their marital status.**Source: Field data (2024)**

The teachers who attended the research were 16 in total. The single teachers were 4 of 16 corresponding to 25%, the married teachers were 11 of 16 equaled to 69% and the only one respondent teacher was divorced which equaled to 6% of the total respondents.

Teachers' Distribution by their Educational Level**Table 4.5:-** Teachers' distribution by their level of education.

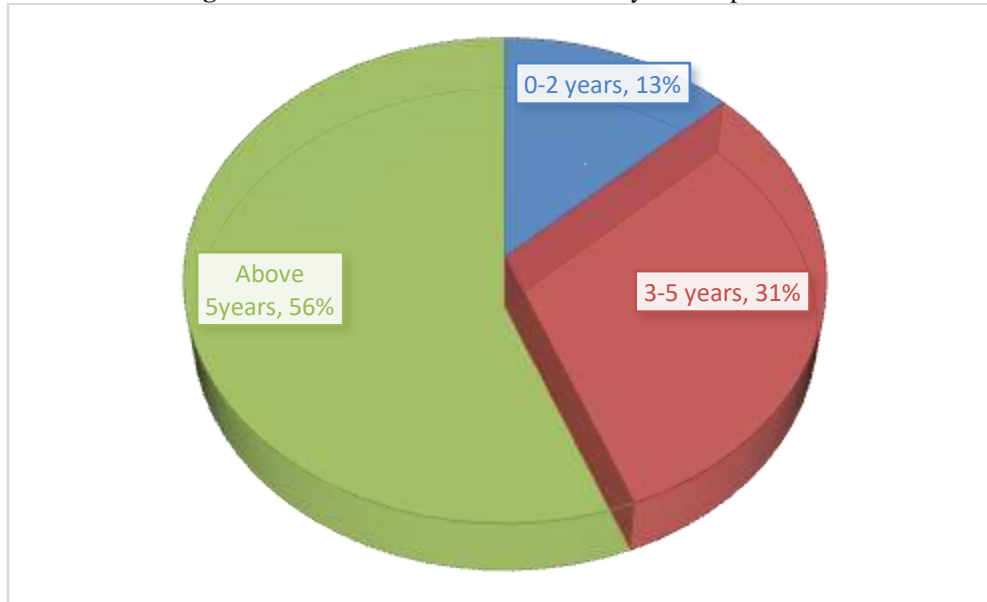
Education level	Frequency	Percentage
Higher education level	16	100
Primary level	0	0
Secondary level	0	0
Grand Total	16	100

Source: Field data (2024)

Table 4.5 showed the level of education to the side of Entrepreneurship teachers. The sixteen of sixteen varied to 100% respondents were qualified and had degrees from universities. The results demonstrated that higher education diploma was a minimum requirement for employment as an educate master trainer in educate. All the educate master trainers held degrees for this reason.

Distribution of The Teachers by their Experience in Teaching Entrepreneurship

Figure 4.2:- Distribution of the teachers by their experience.



Source: Field data (2024)

The figure 4.2 illustrates that the teachers' experience ranged from two to more than five years in the teaching entrepreneurship subject. When the teachers were divided up, 2 out of 16, or 13%, had less than two years of experience. 5 of the 16 teachers, or 31% of them had experience ranging from three to five years of secondary school teaching. When it came to the teachers, the majority of respondents had more than five years of professional experience. This meant that 9 out of 16 teachers, or 56%, had more than six years of professional experience as entrepreneurship teachers.

Demographic Characteristics of Students

Table 4.6:- Distribution of students by their gender.

Gender	Frequencies	Percentages
Female	77	56
Male	60	44
Grand Total	137	100

Source: Field data (2024)

The gender distribution in the table 4.6 indicates that the researcher made sure all students, male and female, had equal opportunities. Of the 137 students, 60 were male, or 44% of the total, whereas 77 were female, or 56% of the total number of participants.

Distribution of Students by their Age Group

Table 4.7:- Distribution of students by their age group.

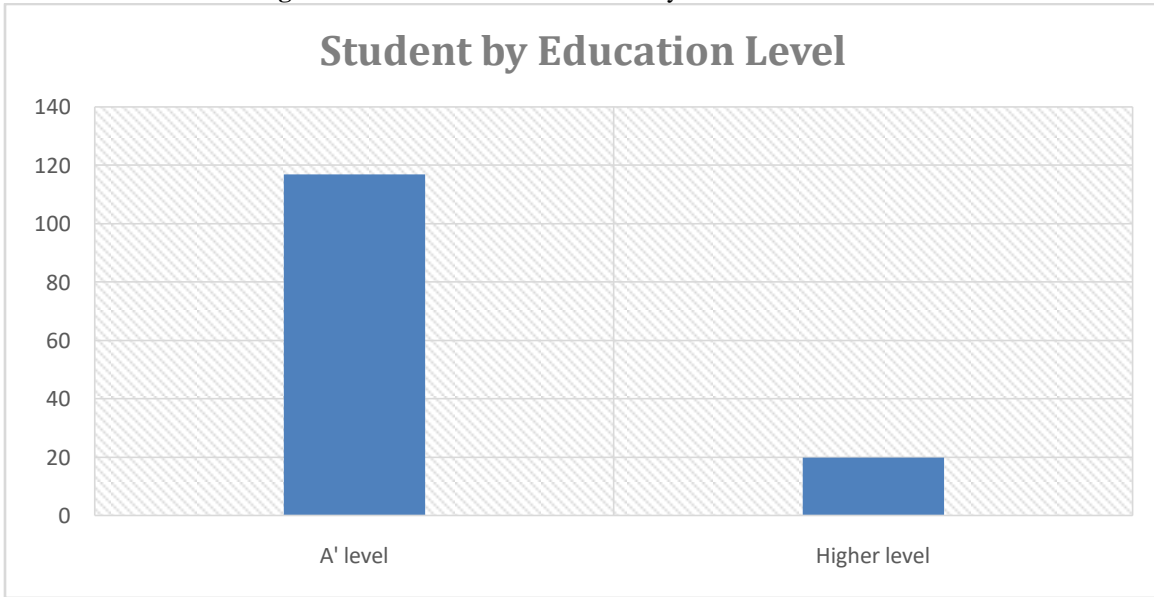
Age group	Frequencies	Percentages
Above 26 years old	0	0
From 14 to 16 years old	5	4
From 17 to 19 years old	85	62
From 20 to 22 years old	12	9
From 23 to 25 years old	35	25
Grand Total	137	100

Source: Field data (2024)

137 students participated in the study, and they were divided into 5 age-appropriate groups. According to the results, 85 out of 137 pupils, or 62% of the total, were between the ages of 17 and 19. Four percent were between the ages of 14 and 16. The 20–22 age group made up 9% of the total. Of the 137 responders, 35 were between the ages of 23 and 25 (or 26%). At that time, no pupil was older than 26.

Distribution of Students by their Level of Education

Figure 4.3:- Distribution of students by their education level.

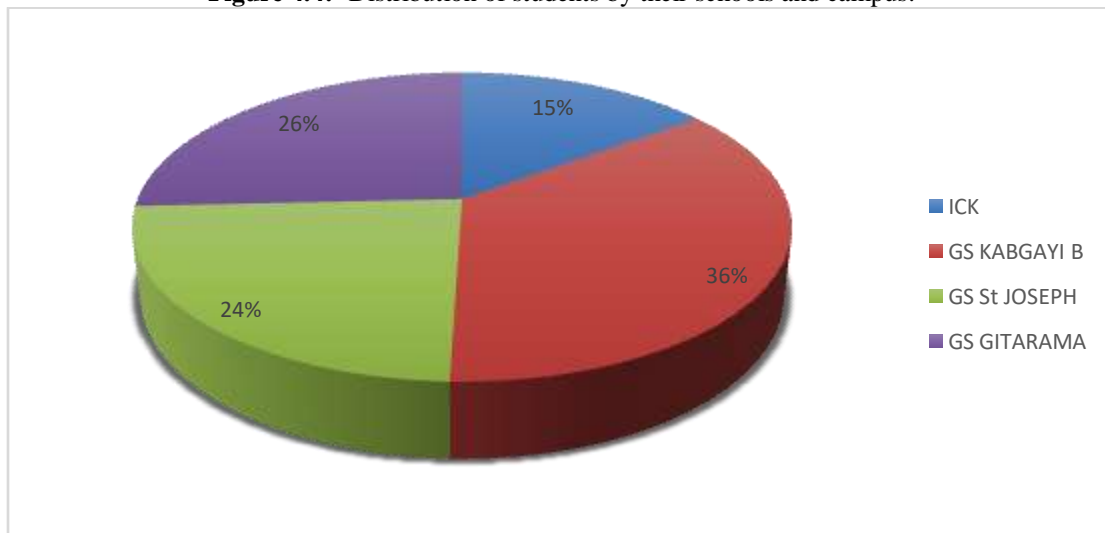


Source: Field data (2024)

The findings revealed that the majority of the students were studying in Advanced Level (senior six) where 117 of 137 made of 85% of them, while the other 20 of 137 left were their first year at university level and they equaled to 15%.

Distribution of the Students by their Schools

Figure 4.4:- Distribution of students by their schools and campus.



Source: Field data (2024)

The findings in the figure 4.4 showed that the students were distributed fairly from their respective schools. The researcher mixed the day schools and boarding schools as well as higher level located in Muhanga district.

Presentation of the Findings

Basing on the objectives of the study, the presentation of the findings has focused on the specific objectives of the study which were to examine the effectiveness of components of entrepreneurship skills among Rwandan secondary school students, to explore students career prospects among Rwandan secondary school students in Rwanda, to determine the relationship between entrepreneurship skills and entrepreneurial career prospects among Rwandan secondary school students.

The Effectiveness of Components of Entrepreneurship Education Among Secondary School Students in Muhanga District.

The findings based on the objective one, were presented and discussed to answer the questions of the research questionnaires and the interview guide given to different respondents such as students, teachers, head-teachers, educate master trainers and educate youth leaders. Many items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in various tables.

How familiar are you with the concept of entrepreneurship?

The researcher assessed how the respondents are familiar with the concept of entrepreneurship and the findings are summarized in the table 4.8

Table 4.8:- How familiar are the respondents with the concept of entrepreneurship?

Statement	Frequency	Percentage	Valid percent	Cumulative Percentage
Not familiar at all	0	0	0	0
Somehow familiar	0	0	0	0
Moderately familiar	39	28	28	28
Very familiar	98	72	72	100
Grand Total	137	100	100	

Field data,2024

The researcher assessed the familiarity of the students with the concept of entrepreneurship and all the findings are indicated in the table 4.8 where 72% of all participants indicated that they are very familiar with entrepreneurship, 28% of the total participants are moderately familiar with it.

Have you received any formal entrepreneurship education or training?

Researcher tended to know if the participants received formal entrepreneurship education or training and the findings are summarized in the table 4.9

Table 4.9:- Have you received any formal entrepreneurship education or training?

Statement	Frequency	Percent	Valid percent	Cumulative percent
Valid YES	137	100.0	100.0	100.0
NO	0	0.0	0.0	0.0
Total	137	100.0	100.0	

Field data,2024

Table 4.9 presents the results of the research that examined the ways in which students received formal entrepreneurship education or training. Of the respondents, all (100.0%) realized that they received formal entrepreneurship education or training.

If yes, please specify the duration of the entrepreneurship education/training you have received

The researcher wanted to know the duration of the entrepreneurship education students have received and the findings are presented in the table 4.10

Table 4.10:-Specify the duration of the entrepreneurship education/training you have received.

Statement	Frequency	Percent	valid percent	Cumulative percent
Valid less than 1 year	0	0.0	0.0	0
2 years	0	0.0	0.0	0
3 years	0	0.0	0.0	0
More than 3 years	137	100.0	100.0	100
Total	137	100.0	100.0	

Field data, 2024

All of the respondents (100%) indicated that they have received the entrepreneurship education or training for more than 3 years.

Which components of entrepreneurship education have you been exposed to?

Researcher assessed the components of entrepreneurship education the students have been exposed to.

Table 4.1:-Components of entrepreneurship education the students have been exposed to.

Statement	Frequency	Percent	percent
Valid Identifying business opportunities	127	93	93.0
Business planning and development	137	100	100.0
Marketing and sales	60	44	44.0
Financial management	135	99	99.0
Risk assessment and management	90	66	66.0
Innovation and creativity	120	88	88.0
Leadership and management skills	110	80	80.0
Networking and collaboration	70	51	51.0

Field data,2024

Findings indicated in the table 4.11 revealed that 100% of all respondents have been exposed to business planning and development, 93%,44%,99%,66%,88%,80%,51% of the total participants have been exposed to identifying business opportunities, marketing and sales, financial, risk management, innovation and creativity, leadership and management skills and networking and collaboration respectively.

During interviews, they are some components of entrepreneurship education indicated by the respondents and this is the summary of the responses”Entrepreneurship education equips students with a diverse range of skills and knowledge essential for success in various aspects of life. Some key skills and knowledge that students gain through entrepreneurship education include: Creativity and Innovation, Critical Thinking and Problem-Solving, Communication and Collaboration, Financial Literacy, Business Planning and Management, Leadership and Management. Overall, entrepreneurship education empowers students with the skills, knowledge, and mindset to navigate an increasingly complex and dynamic world, pursue opportunities, and make meaningful contributions to society.”

How do you rate the overall effectiveness of the entrepreneurship education you have received?

Researcher wanted to know the overall effectiveness of the entrepreneurship education they have received.

Table 4.8:- The overall effectiveness of entrepreneurship education.

Statement	Frequency	Percent	valid percent	cumulative percent
Valid Very ineffective	0	0	0	0
Ineffective	2	1.5	1.5	2
Neutral	10	7.3	7.3	9
Effective	18	13.1	13.1	23
Very effective	107	78.1	78.1	100.0
Total	137	100	100	

Field data,2024

As to whether Entrepreneurship education is effectively implemented on skills acquisition, 78.1% agreed to be very effective, 13.1% agreed to be effective, 7.3% were neutral and only 1.5% agreed to be ineffective as shown by the table 4.12, the questionnaires were given to 137 students of selected secondary schools of Muhanga, and the findings showed that the majority of the respondents assumed that entrepreneurship education increased their confidence and skills in business management, identifying business opportunity and starting their own businesses and choosing careers.

During interviews, they are effectiveness of entrepreneurship education indicated by the respondents and this is the summary of the responses “Many students develop a heightened interest in entrepreneurship as a viable career path. Some may express a desire to start their own businesses or pursue entrepreneurial ventures. Some students express a desire to address societal challenges through entrepreneurial solutions. Social entrepreneurship and impact-driven careers may become more appealing. Exposure to entrepreneurship encourages a mindset of

adaptability and continuous learning. Students may express a willingness to embrace change and seek ongoing personal and professional development. Entrepreneurship educated students tend to showcase a higher level of innovation, adaptability, and creative problem-solving skills. They develop an entrepreneurial mindset, leading to a greater willingness to take risks and explore unconventional career paths. Those with entrepreneurship education may contribute to job creation by launching and growing their own businesses.”

The Students Career Prospects Among Secondary School in Muhanga District

The second objective of the research was to explore students career prospects among secondary school students in Muhanga district. In order to accomplish this objective, researchers created an interview guide and questionnaire that they distributed to respondents. The results are presented in several tables. The respondents were asked to score their availability for a number of the questionnaire's items.

Are you aware of various career options available to you after completing secondary school?

Researcher wanted to know the overall awareness of the various career options available to the students after completing secondary school.

Table 4.9:- Are you aware of the various career options available to you after completing secondary school?

Statement	Frequency	Percentage	Cumulative percent
No	0	0	0
Yes	137	100	100

Field data,2024

Table 4.12 presents the results of the research that examined the ways in which students are aware of the various career options available. Of the respondents, all (100.0%) realized that they are aware of available career options.

How do you currently explore career options?

Researcher tended to know if the participants explored the career options and the findings are summarized in the table 4.13

Table 4.10:- How do you currently explore career options?

Questions	Answers	Frequency	Percentage
How do you currently explore career options	School career guidance programs	134	97.8
	Family and friends' advice	97	70.8
	Online resources	73	53.3
	career fairs and exhibitions	32	23.4

Average

61.3

Field data,2024

The table 4.13 showed that the most students explore career options through school career guidance programs at the rate of 97.8%. 70.8% of the respondents showed that they explore career options through family and friends whereas 53.3% and 23.4% revealed that they explore career options through online resources and career fairs and exhibitions respectively.

Which factor is most important to you when considering a future career?

The researcher wanted to know the factors which are most important to the students when considering their future careers and the findings are summarized in the table 4.14

Table 4.11:- Which factor is most important to you when considering a future career?

Statement	Frequency	Percentage	Cumulative percentage
Salary and financial stability	119	86.9	86.9
Personal interest and passion	5	3.6	90.5
Job security and stability	6	4.4	94.9
Work-life balance	7	5.1	100.0

Field data,2024

The table 4.14 showed that salary and financial stability is the most factor considered when choosing a future career at the rate of 86.9%. 3.6% of the respondents showed that personal interest and passion whereas 4.4% and 5.1% revealed that job security and stability as well as work-life balance are considered important respectively.

Correlation of Variables

As a way to address the questions in the research questionnaires and the interview guide distributed to various respondents, including students, teachers, head teachers, educated master trainers, and educated young leaders, the findings based on the third objective of this research project aimed to investigate the relationship between entrepreneurship education and student career prospects, the results are displayed in a variety of tables and figures.

Are you currently considering entrepreneurship as career option?

Researcher wanted to know if the students consider entrepreneurship as a career option to the students after completing secondary school and the findings are summarized the table 4.16

Table 4.12:- Are you currently considering entrepreneurship as career option?

Statement	Frequency	Percentage	Cumulative percent
Yes	94	68.6	68.6
No	43	31.4	100

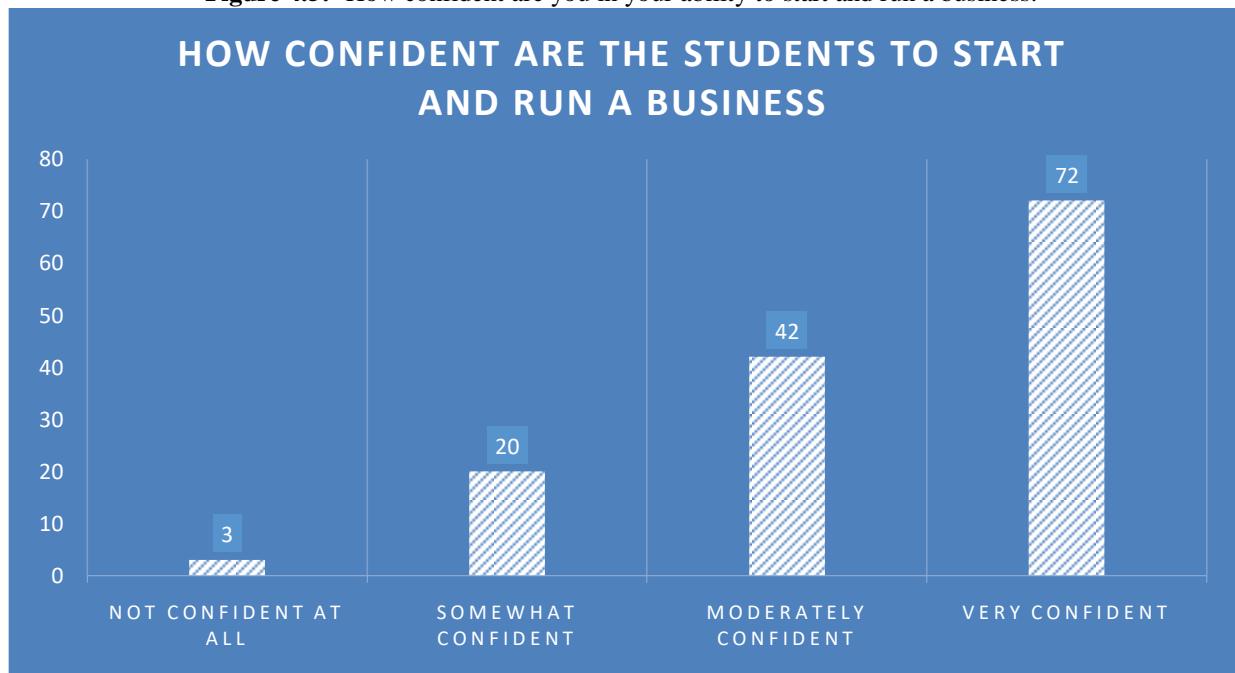
Field data,2024

Findings indicated in the table 4.15 revealed that 68.6% of the respondents consider entrepreneurship as a career option whereas 31.6% which is equivalent to 43 respondents showed that they don't consider entrepreneurship as career option.

How confident are you in your ability to start and run a business?

The questionnaires were distributed to 137 learners, which means that 100% of them returned the well-filled questionnaires and the findings are summarized in the figure4.5.

Figure 4.5:- How confident are you in your ability to start and run a business.



Field data,2024

The findings in the figure 4.5 showed that 72 of the respondents are very confident on skills about starting and running a business. The 42 of the total respondents revealed that they are moderately confident in starting and running a business, whereas 20 and 3 of the respondents showed that they are somehow confident and not confident at all respectively in running and starting a new business.

During interviews, they are improvements in business creation due to entrepreneurship education as indicated by the respondents and this is the summary of the responses.” Many students develop a heightened interest in entrepreneurship as a viable career path. Some may express a desire to start their own businesses or pursue entrepreneurial ventures. Some students express a desire to address societal challenges through entrepreneurial solutions. Social entrepreneurship and impact-driven careers may become more appealing. Exposure to entrepreneurship encourages a mindset of adaptability and continuous learning. Students may express a willingness to embrace change and seek ongoing personal and professional development. As success stories, there is one of my former student (she is a female) who sells Irish potatoes at Kivoka/ Muhanga her business is running very well. There is another one (he is a male) who make liquid soap and other products related even he supplies in different institutions.

Do you believe that entrepreneurship education has improved your career prospects?

The researcher wanted to know if the respondents believed that entrepreneurship education has improved their career prospects and the findings are presented in the table 4.16

Table 4.13:- Do you believe that entrepreneurship education has improved your career prospects?

Statement	Frequency	Percentage	Cumulative percentage
No	1	0.7	0.7
Yes	133	97.1	97.8
Not sure	3	2.2	100.0
Total	137	100	

Field data,2024

The findings in the table 4.16 shows that 97.1% of total respondents agreed that entrepreneurship education has improved their career prospects whereas only 0.7% and 2.2% of the respondents have showed that their career prospects were not improved by entrepreneurship education and not sure about it respectively.

During interviews, they are improvements of career prospects due to entrepreneurship education as indicated by the respondents and this is the summary of the responses.” Meet Alex, a secondary school student who, inspired by an entrepreneurship program, started making liquid soap. Alex's project becomes a successful local business, demonstrating the impact of entrepreneurial education on real-world ventures.

Yes, there are often differences in the career prospects of students who have received entrepreneurship education compared to those who haven't. Some notable differences include; Entrepreneurial mindset, adaptability and resilience, networking and connections, confidence as well as job creation.

The challenges or barriers that students face when transitioning from entrepreneurship education to pursuing their career goals.

During interviews, they are challenges that students face when transitioning from entrepreneurship education to pursuing their career goals as indicated by the respondents and this is the summary of the responses.”Yes, students transitioning from entrepreneurship education to pursuing their career goals may encounter several challenges or barriers like Lack of Resources, Risk Aversion, Limited Experience, Social and Cultural Barriers. To address these challenges and support students in transitioning from entrepreneurship education to pursuing their career goals, institutions can implement various strategies like Access to Resources, Risk-Taking and Resilience, Practical Experience, Market Research and Validation. By addressing these challenges and providing tailored support, institutions can empower students to overcome barriers and pursue their career goals with confidence and resilience.”

The key areas for improvement in entrepreneurship education that could further enhance students' career prospects.

During interviews, the respondents examined the key areas of improvement in entrepreneurship education that could further enhance students' career prospects and this is the summary of the responses.”In my opinion, there are several key challenges and areas for improvement in entrepreneurship education that could further enhance students' career prospects like Practical Application, Interdisciplinary Approach, Global Perspective, Diversity and Inclusion, Mentorship and Networking, Ethical and Social Impact. Overall, addressing these challenges and areas for improvement in entrepreneurship education can better equip students with the skills, knowledge, and mindset to succeed in their careers and make meaningful contributions to society through entrepreneurship.The

area to improve, it would be better to make it more practical than it is now and enable the student to do internship for enhancing the skills acquired before leaving the school.”

Forecasting of entrepreneurship education in the future, and the potential impact it will have on students' career prospects.

The respondents shared their views and this is the summary of the responses.”Based on my experience and observations, I foresee entrepreneurship education evolving in several keyways in the future, with the potential to have a significant impact on students' career prospects: Emphasis on Experiential Learning, Integration of Technology and Innovation, Focus on Social Impact and Sustainability, Interdisciplinary Collaboration, Global Perspective and Cultural Competence, Lifelong Learning and Adaptability. By preparing students with practical experience, technological proficiency, social awareness, interdisciplinary collaboration skills, global competence, and adaptability, entrepreneurship education can empower them to succeed in a wide range of careers and entrepreneurial ventures. Whether students choose to start their own businesses, pursue traditional employment opportunities, or engage in social innovation, entrepreneurship education provides them with the knowledge, skills, and mindset to navigate the complexities of the modern economy and make meaningful contributions to society.”

The study's Table 4.17 demonstrated a significant correlation between students' career prospects and entrepreneurial education. A two-tailed test with a statistically significant p-value of 0.000 and a Pearson correlation coefficient (r) of 0.948 supported this a connection. This indicates that there is a strong, statistically significant correlation between the entrepreneurship education and students career prospects.

Table 4.14:- Correlation variables.

Statements	Entrepreneurship education	Students career prospects
Entrepreneurship education Pearson Correlation	1	.948**
Sig. (2-tailed)		.000
N	165	165
Students career prospects Pearson Correlation	.948**	1
Sig. (2-tailed)	.000	
N	165	165

** Correlation is significant at the 0.01 level (2-tailed)

Field data, 2024

Table 4.15:- Regression analysis Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.949 ^a	0.899	.0.899	0.45717	0.34

a. Predictors: (Constant), entrepreneurship education

b. Dependent Variable: Students career Prospects

Field data, 2024

The table 4.18 showed that all variables with students' career prospects positively affected with entrepreneurship education as it is illustrated by the regression analysis model with Square of 0.899 implies that entrepreneurship education was valued to boost students' career prospects in Rwanda.

There is a weakly positive correlation between two variables when the Karl Pearson Coefficient of Correlation (r) is between 0 and 0.5. A strong positive correlation exists between the variables (independent and dependent variables) when the Karl Pearson Coefficient of Correlation (r) falls between 0.5 and 1. Karl Pearson's coefficient of correlation (r), which indicates for high positive correlation, was 0.899.

The study found that the entrepreneurship skills and skill and career prospects in Rwanda's public secondary schools had a 0.01 Karl Pearson correlation, indicating a highly significant association between the two variables. It was then discovered that there was a correlation between entrepreneurship skills and career prospects. There is a strong positive correlation between the two variables (the independent and dependent variables), as indicated by the Karl Pearson coefficient of correlation (r), which is between 0.5 and 1. Karl Pearson correlation (r) was so determined to

be 0.899. As a result, it was believed that entrepreneurship skills and career prospects in Rwanda's public secondary schools was accomplishing its goals of job creation.

Conclusion and Recommendations:-

Conclusion:-

An extensive summary of the impact of entrepreneurship education on learners' career prospects in Rwanda has been given by this research. To sum up, every respondent has continually underlined how important it is to apply different entrepreneurship skills in order to improve students' careers possibilities in Rwanda. Research indicates that students' career prospects can be greatly accelerated and made easier with the proper application of these entrepreneurship skills. Moreover, the study's final goal has shown an established and favourable association between students' careers opportunities in Rwanda and their entrepreneurial skills. Therefore, it is advised that school management teams give top priority to developing specific and practical school administration plans that support and strengthen the use of entrepreneurship skills in Rwanda and the society at large.

Recommendation:-

Based on research on the effects of entrepreneurship education on students' career prospects, the following recommendations can be formulated:

The government should introduce entrepreneurship education at an early stage in schools and universities to cultivate an entrepreneurial mindset in students from a young age. This exposure can help them develop critical skills and knowledge necessary for entrepreneurship.

Teachers should provide students with practical experiences such as internships, startup projects, or business competitions to apply their theoretical knowledge in real-world settings. This experiential learning can enhance their skills and confidence in pursuing entrepreneurial ventures.

The teachers should introduce mentorship programs where students can learn from experienced entrepreneurs and industry professionals. Mentors can provide valuable insights, advice, and networking opportunities to help students navigate their career paths effectively.

NGOs should facilitate networking events, workshops, and conferences that connect students with entrepreneurs, investors, and other key players in the entrepreneurial ecosystem. Building a strong network can open up doors for collaboration, partnerships, and future opportunities.

Teachers should emphasize the development of soft skills such as communication, leadership, creativity, and problem-solving in addition to technical skills. These skills are essential for entrepreneurial success and can enhance students' overall employability.

NGOs should provide resources and support for students interested in starting their own businesses, such as access to funding, incubation programs, legal advice, and mentorship. Creating a supportive environment for budding entrepreneurs can increase their chances of success.

Ministry of education should regularly evaluate the effectiveness of entrepreneurship education programs through feedback from students, alumni, and industry partners. Use this feedback to continuously improve and tailor the programs to better meet the needs of students and align with industry trends.

Teachers should encourage students to think innovatively, take risks, and embrace failure as a learning opportunity. Fostering an entrepreneurial mindset can empower students to be resilient, adaptive, and proactive in pursuing their career goals.

By implementing these recommendations, educational institutions can better prepare students for successful careers in entrepreneurship and equip them with the skills, knowledge, and mindset needed to thrive in today's dynamic business landscape.

Suggests for Further Studies:-

Further studies related to the effect of components of entrepreneurship education on students' career prospects in Rwanda could focus on the following areas:

Conduct longitudinal studies to assess the long-term impact of entrepreneurship education on students' career trajectories in Rwanda. Track the career progression of graduates who have undergone entrepreneurship education programs to determine the sustainability of the skills and knowledge acquired.

Compare the effectiveness of different components of entrepreneurship education, such as curriculum design, teaching methods, experiential learning opportunities, and mentorship programs, in enhancing students' career prospects in Rwanda. Identify best practices and areas for improvement in the delivery of entrepreneurship education.

Investigate the alignment of entrepreneurship education programs with the needs of the local Rwandan economy and industries. Assess whether the skills and knowledge imparted through these programs are relevant and in demand in the job market, and identify areas for curriculum enhancement to better meet industry requirements.

Explore the impact of entrepreneurship education on gender disparities in career prospects in Rwanda. Investigate whether entrepreneurship education programs are effectively equipping both male and female students with the skills and opportunities needed to succeed in entrepreneurship and other career paths.

Examine the role of the broader entrepreneurial ecosystem in supporting students' career prospects in Rwanda. Evaluate the availability of funding, mentorship, networking opportunities, and support services for aspiring entrepreneurs emerging from entrepreneurship education programs.

Assess the policy implications of entrepreneurship education on students' career prospects in Rwanda. Identify how government policies, regulations, and incentives can support the integration of entrepreneurship education into the formal education system and promote entrepreneurship as a viable career option for students.

Conduct impact assessments of specific components of entrepreneurship education, such as internships, startup incubation programs, or mentorship initiatives, on students' employability and entrepreneurial success in Rwanda. Determine which components have the most significant influence on students' career prospects.

By exploring these areas for further studies, researchers can deepen their understanding of how entrepreneurship education influences students' career prospects in Rwanda and contribute valuable insights to inform the development of effective entrepreneurship education programs tailored to the local context.

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